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THE EFFECT OF STRUCTURED ORIENTATION AND TRAINING  
ON EMPLOYEE PERFORMANCE AND TURNOVER  
IN A HOSPITAL SETTING

by

Kathleen M. Olewinski

A thesis  
submitted in partial fulfillment  
of the requirements for the degree of  
Master of Science in Health Services Administration  
Cardinal Stritch College  
May 1989

APPROVAL PAGE

We approve the thesis of Kathleen M. Olewinski.

*James T. Sprowls*

James T. Sprowls, Research Advisor

*4/19/89*

Date

*Ralph A. Goebel*

Ralph A. Goebel, Second Reader

*04/13/89*

Date

*Robert H. Weissenborn*

Robert H. Weissenborn, PMA Representative

*4/16/89*

Date

## ABSTRACT

The research project was developed to determine the impact of a hospital-wide orientation and training program on employee job performance and turnover. A program was implemented in October, 1987, under the direction of the researcher. A pretest and posttest method was used with a control group. The year prior to implementation was used as the pretest, and the year following implementation was used as the posttest. Mean scores on standard performance evaluations were compared and analyzed by use of a t-test. Turnover rate was also studied, as well as employee satisfaction with training as indicated on routine exit interviews. Results showed a positive impact on job performance and decrease in turnover rate for those exposed to the program, but not in the control group. The researcher concluded that the orientation and training program had a positive impact on both job performance and turnover, however, other variables may also have influenced results.

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## CHAPTER I

### INTRODUCTION

#### Purpose

The purpose of this research project was to analyze the effect of a hospital-wide orientation and training program on employee job performance and turnover. The researcher implemented a structured orientation and training program to be used throughout the organization. The program was then analyzed to determine its impact as reflected on performance evaluation scores, turnover rate, and responses on exit interview questionnaires.

Prior to the research project, an informal method of orientation and training existed within the facility. The method varied by department with minimal exposure to areas outside of the employees' designated work environment. The study examined the impact of the structured hospital-wide orientation and training program on preparing employees for the work setting with a comprehensive understanding of how units within the organization worked together as a team. The program was made comprehensive in scope in order to accommodate all disciplines.

## Problem

### Nature of Problem

First Hospital-Milwaukee, purchased by a for-profit psychiatric corporation in late 1983, had no formal orientation and training program to educate employees. New employees in each department were oriented and/or trained individually by the appropriate supervisors, however, these new employees were not oriented or trained to interact with other departments or exposed to overall hospital philosophies. Job performance and turnover were issues of management concern, as identified in a corporate survey distributed to all hospital personnel in June, 1986. Reported results revealed that a significant number of employees indicated that clear, planned goals and objectives did not exist for specific jobs, and employees were unsure of their responsibilities. Both issues were reported by administration to be orientation problems. Employees also identified training problems in that a number of employees stated that supervisors demanded more than the employees could do, and did not offer new approaches to problems. Although raw data from this survey is not available, a copy of the survey is shown as Appendix A.

The hospital changed focus from medical and surgical services to psychiatric services beginning in June, 1986, so all employees were studied starting with the same level of provided training. No employees had the advantage of

orientation and training specific to the new services offered. Primary and secondary research was conducted to determine whether or not a comprehensive orientation and training program would influence employee job performance and turnover in the hospital. The desired condition was to measure the impact of the orientation and training program.

#### Duration of Problem

The researcher had been of the opinion that the absence of an orientation and training program was a problem since being hired by the organization in January, 1986. A general survey about employment at First Hospital-Milwaukee was distributed to all employees by the corporate owners in June, 1986, when the hospital was changing focus and services. Survey results revealed to hospital management that training and orientation were issues of concern, and job performance and turnover were problems foreseen in the near future. Informal data gathering in the form of exit interviews revealed that there had been no formally structured orientation and training program since the facility was purchased in 1983 by the present corporate owners, First Hospital Corporation.

#### Problem Involvement

The problem involved individuals at all levels of the organization. Employees were directly involved since they were not exposed to a comprehensive hospital-wide

orientation and training program. Management at all levels of the organization were involved since the problem was researched as it related to the issues of job performance and turnover. These issues were important management concerns. In addition, the corporate owners were involved in the problem since employees were not oriented to corporate goals and philosophies.

### Scope of Research

#### Time Frame

The time period studied was from October, 1986 through October, 1988 for the following reasons. First, the hospital changed services in June, 1986. The researcher allowed four months for employees to adjust to the change in services before initiating the study. This was the same time frame later granted to new employees as a probationary period prior to permanent hire, so this same period was seen as a time frame favorable for the period of adjustment to new services prior to implementing the program. Second, a hospital-wide orientation and training program was implemented in October, 1987. The period studied without a hospital-wide orientation and training program included October, 1986 through October, 1987. The period studied with a hospital-wide orientation and training program included October, 1987 through October, 1988.

## Participants

This project was conducted by the researcher utilizing data from various sources at all levels of the organization. Employees of the organization contributed by completing the general survey about employment at First Hospital-Milwaukee in June, 1986, and by participating in standard performance evaluations and exit interviews. Department heads and administration were involved in implementation of the new orientation and training program through distribution of the 1986 survey, through distribution of annual performance evaluations, and referral of all exiting employees to the Human Resource Coordinator for routine exit interviews. The corporate level was also included by developing and analyzing the June, 1986 survey, and in that their overall goals and philosophies were incorporated into the comprehensive hospital-wide orientation and training program.

## Theoretical Framework

Hospital managers play a key role in staff orientation and training, which impacts overall employee functioning in an organization. A sound orientation and training program provides a positive employee relations climate while developing productive and knowledgeable workers. Research by Kearsley (1982) correlates hospital-wide orientation and training with overall job performance, using performance

evaluations as the measure of productivity. Studies by Skoler (1981) determined that new employees should be accurately informed about the hospital's policies and the programs affecting them and their status at the institution. It is also vital for the new employee's supervisor to be involved in follow-up in the course of job orientation and training, as determined through the research of Rowland and Rowland (1984).

Traditional thought concerning employee turnover was that management of turnover was controlled by identifying individual demographic characteristics and personal thoughts of exiting employees most closely related to turnover, and then taking steps to reduce areas of dissatisfaction to promote less turnover. The research of Abelson (1986) identified, however, that a variety of individual, organizational, and environmental factors affect the employee turnover process. Therefore, administrators can identify and use a number of management techniques to control an employee's decision to stay in or leave the organization.

This researcher focused on the identified need for a hospital-wide orientation and training program. Such a program was implemented and studied in relation to its impact on employee productivity and turnover. This study examined the extent to which the orientation and training program affected the subjects' ratings on performance evaluations, and individual decisions related to turnover.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

The purpose of this research project was to analyze the impact of a hospital-wide orientation and training program on employee job performance and turnover. The researcher intended to implement a useful orientation and training device in an attempt to establish a structured and systematic management tool for orienting employees throughout the organization. The study sought to give some control to the hospital administrator regarding staff job performance and turnover. This control was critical in the management role in achieving the objectives of the organization.

Management had traditionally been defined according to Schulz and Johnson (1983) as the coordination of all resources through the process of planning, organizing, leading and controlling in order to obtain stated objectives. A key responsibility of the hospital administrator was stated as that of establishing the managerial climate. Administrators and other staff play a major role in the development of the organization. Neuhauser (1972) made a similar analysis when he described the situation in organization theory. In determining the relationship between administrative activities and hospital



performance, he revealed that managers need to utilize all available resources to achieve the goals of the organization. The writers differed only in regard to the degree to which procedures should be specified hierarchically and imposed on organization members. Both agreed, however, that the best way to run any organization was through management control of human as well as material resources.

Rush (1969) commented that all employees were becoming more demanding and less easily managed by traditional controls, as opposed to employees in the earlier 1900's. Understanding and controlling employee behavior in relation to job performance and turnover had become increasingly important. By the 1960's, Rush (1969) determined that management was making efforts to understand the new work force's motivation in order to exercise more control in the leadership of the organization. This leadership was based on the organization's initial approach and orientation of employees to the goals of the organization. In accomplishing this support of organization goals, the Rush (1969) study showed that job performance improved and the rate of turnover had decreased.

Skoler (1981) concluded that a sound orientation was an institution's best opportunity to ensure a positive employee relations climate while developing productive and knowledgeable workers. The study identified a need for new employees to be accurately informed about the organization's

policies and the programs that affect them and their individual status there.

Rowland and Rowland (1984) researched the importance of properly introducing employees to their duties and to the assignments of others. Through a structured orientation program the organization studied had demonstrated its concern with the quality of services provided and the demands of each employee. The Rowland and Rowland (1984) study demonstrated the importance of ensuring a good first impression.

#### Relevant Management Issues

Rollins and Bratkovich (1988) identified a cause and effect relationship between employee orientation and training and job performance. The basic employee management program included important aspects of employee orientation and training. Orientation was used to clearly communicate employee accountability, to give direction to workers and to improve job performance. The research also linked these improvements in job performance with focused employee training programs. This Rollins and Bratkovich (1988) study concluded that organizations could markedly increase overall job performance levels by creating a work force that was clearly oriented to employee accountabilities and well-trained in current methodologies. Improved job performance could be accomplished through implementation and evaluation

of orientation and training programs in management's effort to achieve and sustain improvements in staff job performance.

A study by Louis (1980) at Cornell University traced growing disillusionment among new members of organizations to inadequacies in approaches to organizational entry. For example, there was growing concern that organizational entry programs inadequately oriented new members to work organizations. Turnover was identified as a major management issue as studied in relation to new employee orientation upon organizational entry. The purpose of this research was to review organizational entry practices and develop a new perspective toward orientation and training.

#### Related Studies

The argument that satisfied people produce more work is firmly established in the human relations literature, according to Gibson, Ivancevich, & Donnelly (1979). They state that the view that satisfaction leads to production and high performance was established by the Hawthorne studies and subsequently rooted in the motivation theories of Herzberg and the leadership theories of Likert. Finally, Gibson, et al., (1979) state that these views are the basis for training.

Productivity has been studied through the use of systematic employee performance evaluations. Veninga (1982)

stated that performance appraisal and training do, in fact, improve performance. Employee evaluations were carried out in a standard, systematic manner to evaluate performance and assist employees in becoming more productive. As confirmed by Yoder (1970), evaluation could be a useful management tool that measures and improves job performance. Sartain and Baker (1978) surveyed managers regarding the need for informal versus formal employee evaluation, and its affect on job performance. They found that managers generally recognized a need for a structured performance evaluation process to determine if employees demonstrated basic competencies in meeting the needs of the organization. It was determined that employees must be oriented to formal policies and procedures and trained to meet criteria-based competencies to provide a basis for the evaluation of overall job performance.

Studies conducted by Rollins and Bratkovich (1988) determined that in order to maintain a reasonable rate of productivity in an era of rapid change, employees must receive relevant training at regular intervals. The researchers also concluded that the training should be reviewed as often as every six months to one year. These training programs could focus specifically on skill or knowledge deficits recognized during performance evaluations.

In an effort to measure the impact of employee training, Rollins and Bratkovich (1988) found that simple

pretest and posttest training measures of employee performance levels or the common sense observations of managers would indicate whether positive results had been obtained. The researchers concluded that by adjusting training programs in response to employee and managerial feedback, these focused programs could have a significant impact on employee performance levels as measured in regular and systematic performance evaluations. Performance appraisals that identify performance weaknesses or specific developmental needs could lead directly to training recommendations.

Another major issue was the link between organizational entry and orientation, and employee turnover. Studies by Louis (1980) at Cornell University revealed that turnover was at times a result of unrealistic job expectations due to inadequate orientation. The research found that when employees received formalized and factual information about the job and organization, turnover decreased. In related studies, Wanous (1977) found such realism in orientation to be negatively associated with turnover. In contrast, studies by Dunnette, Arvey and Banas (1973) associated turnover with unmet expectations rather than with the level of initial expectations upon orientation. This last strategy aimed at reducing turnover by clearly defining and orienting new employees to job expectations as well as the organizational setting.

Both approaches to turnover focus on the role of expectations in organizational entry and orientation. It was not clear whether turnover was interpreted in relation to whether or not expectations were confirmed during initial employee orientation. Rowland and Rowland (1984) did, however, define the purpose of employee orientation programs to include individual job expectations as well as overall organizational goals and rules. Finally, Louis (1980) concluded in his research that an early appraisal could provide new employees with an understanding of the process and criteria of performance evaluations.

Abelson (1986) at Texas A & M University studied how health service administrators could identify factors affecting the employee turnover process. He determined that training was one of the factors affecting turnover. With this knowledge, administrators could use a number of management techniques to control an employee's decision to stay in or leave the organization.

### Conclusions

Review of the literature supports the theory that one of a manager's objectives is to develop employees throughout the organization and bring about behavior changes in staff members to obtain organizational goals. Successful studies identified a need to uniformly orient employees at all

levels of the organization. Training was also determined to be beneficial at all levels of the organization.

Properly trained employees also had a better chance of meeting performance targets and improving scores if properly oriented to job expectations. A number of ways have been identified to obtain the highest possible job performance from employees. Methods studied included defining clear accountabilities, conducting criteria-based performance evaluations and implementing focused employee training programs. Past researchers found that the job performance potential of employees is affected by the existence of a structured orientation and training program.

Related studies provided a basis for measuring the effects of such an orientation and training program. The performance evaluation was recognized as a useful tool for evaluating the impact of orientation and training programs. In addition, researchers studied how initial employee expectations upon orientation affect the amount of employee turnover. Orientation completes an employee's introduction to the organization and employer. Studies indicate that follow-up is also required through continued training. Researchers tested the importance of such orientation and training by studying the effect on job performance and turnover before and after implementation. Results of these studies aimed to accomplish organization objectives while providing some control of employee performance and turnover to the organization's management.

## CHAPTER III

### METHODOLOGY

#### Research Design

The research identified and responded to First Hospital Milwaukee's need for a coordinated orientation and training program throughout the organization. A structured and written program needed to be implemented to provide consistent and accurate information for all employees. The coordinated communication process was intended to increase management control over employee job performance and turnover. The communication of the structured and written program was intended to provide consistent information to employees regarding organizational philosophies and rules, as well as a clear outline of employment expectations. A pretest and posttest design was utilized by the researcher to compare data prior to and following implementation of the orientation and training program. The hospital security department personnel were used as a control group for the study, since this area represented approximately ten percent of all hospital employees.

#### Evaluation Design

This study utilized the experimental design approach as the evaluation technique. The researcher chose this



evaluation design to assess the impact of the new orientation and training program. The researcher used this evaluation design to determine whether the structured hospital-wide orientation and training program produced a more desirable outcome for management than the previous strategy with lack of a uniform program.

The research included review and analysis of significant literature from various sources regarding orientation and training programs. This thesis focused on the effects of implementing a hospital-wide orientation and training program, emphasizing the effects on productivity and turnover. The researcher also intended that the standardized program structure be used throughout the for-profit psychiatric corporation in the future.

### Evaluation Questions

The project addressed two basic evaluation questions. The first evaluation question was whether statistically significant change in job performance occurred from pretest to posttest. The second evaluation question was to examine statistically significant change in employee turnover using a similar approach. In addition, employee satisfaction with training was measured using pretest and posttest data.

### Measurement Techniques

The study made use of information from several sources to answer the proposed questions. The researcher used

standardized performance evaluations to measure job performance. Actual turnover rate and exit interview data was utilized to analyze program effects on employee turnover. A t-test were used to measure impact of the program on job performance using pretest and posttest data. A control group was identified, using a group of employees not introduced to the program. A similar approach was applied to measure program impact on turnover.

### Procedures

The desired condition was the implementation of a hospital-wide orientation and training program consistent with general goals and philosophies of First Hospital Corporation, and impact employee performance and turnover. The study was begun using data starting in October, 1986. The researcher retrospectively collected pre-implementation data from performance evaluations and exit interviews between October, 1986 and October, 1987. The structured hospital-wide orientation and training program was implemented in October, 1987, so post-implementation data was collected on those same employees through review of performance evaluations and exit interviews between October, 1987 and October, 1988. A sample performance evaluation is provided as Appendix B. Exit interviews were conducted routinely by the Human Resources Coordinator at the hospital for all exiting employees. Exit interview questions

included employee reaction to the training provided. A sample form is provided as Appendix C. Performance evaluations were compared on a point scale, with each employee having the same possible high and low score. Security department personnel were used as a control group, and were not included in the hospital-wide orientation and training program throughout the study period. They were, however, involved in the same evaluation and exit interview processes.

### Instruments and Materials

The researcher was responsible for identifying and developing instruments to measure the effect of the structured hospital-wide orientation and training program on employee performance and turnover. The study utilized data from criteria-based performance evaluations to measure employee performance. Results were correlated to the participation in or introduction to the hospital-wide orientation and training program. Data from standardized exit interviews were used to measure the possible effects of orientation and training on turnover. The same instruments were used for all participants, with one hospital department separated as the control group.

Data collection was conducted confidentially by the researcher. Department supervisors routinely administered standard performance evaluations to all employees after one

year and after two years from the start date in October, 1986. The researcher retrospectively reviewed relevant data regarding levels of performance from specific personnel file information. The researcher measured the effect of the program on employee turnover by analyzing data on standard, routinely administered exit interviews.

Performance and turnover data were collected without interfering with standard hospital operations. The performance evaluations were routinely given to all employees as scheduled, and all forms were reviewed retrospectively by the researcher to collect the relevant data. Exit interviews were conducted with all separating employees. These interviews included an employee response to training. All forms were again in this case reviewed retrospectively by the researcher.

The researcher was responsible for the analysis of data and information. The t-test statistical method was found to be appropriate to compare the pretest and posttest groups. The primary concern as described by Veney and Kaluzny (1984) was whether the difference in the before and after scores for the experimental group would show an increase. This question was answered by conducting a t-test of the pretest and posttest groups.

## Limitations

### Definitional

The understanding and acceptance of this project had one limitation. The researcher took the supervisor/evaluator's rating of performance as an acceptable measure of actual performance. However, actual performance may not have been fully or accurately captured in the performance appraisals.

### Methodological

Methodological limitations of the project were also identified. For example, research findings were limited to the organization studied. Further studies are planned to determine if the orientation and training program would have the same impact at other hospitals in the same for-profit psychiatric corporation.

Employees of the security department may not be a good control group because of differences between security staff and other employees in the experimental group. For example, the amount of orientation and training required to perform specific job functions may vary by department. There may not, however, be a more appropriate department for use as the control group.

Many factors other than orientation may also have influenced performance, and the supervisor/evaluator's perceptions of performance. Therefore, a control group was

included in the study. Because the appropriateness of the group was suspect, it is possible that other intervening variables affected performance in the experimental group.

### Implemental

The limited research time period was the major factor constraining the implementation of the research project. Because a new performance evaluation system had been implemented in 1986, the research was limited to the comparison of two years of data. The researcher could not validate any comparison to instruments used by the hospital to measure employee job performance prior to 1986 when the hospital provided medical and surgical services as opposed to the present psychiatric focus as of 1986. Data was basically unavailable for the period prior to 1986.

## CHAPTER IV

## RESULTS

Results from the general survey about employment at First Hospital-Milwaukee distributed to all employees in June, 1986 indicated dissatisfaction and problems relative to orientation and training. Hospital administration used the results of the research to identify the issues of orientation and training as areas of management concern. The hospital-wide orientation and training program was developed within the months to follow.

Job performance and turnover were also areas of management concern indicated in the questionnaire of June, 1986. For example, management reported concern that the employee dissatisfaction and problems relative to orientation and training would affect those employees' job performance. The contribution of unsatisfactory orientation and training to employee turnover was also questioned by hospital administration. With this information, management reported a need to develop and implement a hospital-wide orientation and training program. An orientation and training program was implemented within the hospital organization in October, 1987.

The first evaluation question in the research project was to determine if significant change in job performance occurred between groups of employees with the new program through pretest and posttest implementation with a control

group. A hospital-wide orientation and training program was implemented in October, 1987 for all hospital personnel, with the exception of the security department personnel. One year prior was used for pretest data, and one year of data was collected for the posttest. Although there were 115 employees at the start of the study, only fifty-five (55) employees remained to take both the pretest and posttest due to turnover. Table 4.1 provides a comparison of pretest and posttest performance evaluation scores for the experimental group, and Table 4.2 provides a comparison of pretest and posttest performance evaluation scores for the control group.

Pretest data included each employee's annual performance evaluation between October, 1986 and October, 1987. Since sixty-four (64) of the 115 employees remained employed throughout the time frame of the study, fifty-five (55) employees comprised the experimental group with nine (9) in the control group. All evaluations were based on the same point scale, ranging from 38 to 154 possible points. Results showed a mean score of 104.2 for the experimental group and 107.2 for the control group.

Posttest data included annual performance evaluation results on the same 38 to 154 point scale. The same fifty-five (55) employees in the experimental group and nine (9) employees in the control group were studied, as shown in Table 4.1. The results indicated a mean score of 110.1 for the experimental group, and 103.1 for the control group.



Table 4.1 Comparison of Pretest and Posttest Performance  
Evaluation Scores for the Experimental Group

Subject	Pretest Score	Posttest Score	d	d <sup>2</sup>
1	90	102	+ 12	144
2	130	121	- 9	81
3	136	135	- 1	1
4	115	112	- 3	9
5	110	112	+ 2	4
6	145	128	- 17	289
7	102	115	+ 13	169
8	129	134	+ 5	25
9	126	136	+ 10	100
10	90	102	+ 12	144
11	138	135	- 3	9
12	131	124	- 7	49
13	86	90	+ 4	16
14	80	92	+ 12	144
15	101	98	- 3	9
16	110	124	+ 14	196
17	104	100	- 4	16
18	92	121	+ 29	841
19	154	124	- 30	900
20	104	110	+ 6	36
21	88	90	+ 2	4
22	89	95	+ 6	36
23	138	135	- 3	9
24	86	80	- 6	36
25	90	96	+ 6	36
26	76	68	- 8	64
27	137	145	+ 8	64
28	101	110	+ 9	81
29	90	108	+ 18	324
30	94	121	+ 27	729
31	86	101	+ 15	225
32	102	121	+ 19	361
33	90	100	+ 10	100
34	115	120	+ 5	25
35	86	94	+ 8	64
36	90	100	+ 10	100
37	88	83	- 5	25
38	85	83	- 2	4
39	121	130	+ 9	81
40	98	106	+ 8	64

(Continued)

Table 4.1, Continued

Subject	Pretest Score	Posttest Score	d	d <sup>2</sup>
41	99	119	+ 20	400
42	84	90	+ 6	36
43	97	114	+ 17	289
44	114	122	+ 8	64
45	90	124	+ 34	1156
46	128	120	- 8	64
47	102	128	+ 26	676
48	90	102	+ 12	144
49	108	100	- 8	64
50	110	128	+ 18	324
51	116	124	+ 8	64
52	79	74	- 5	25
53	86	88	- 2	4
54	94	101	+ 7	49
55	109	119	+ 10	100
Mean 104.2	Mean 110.1	Summation 325	9073	

Table 4.2 Comparison of Pretest and Posttest Performance Evaluation Scores for the Control Group

Subject	Pretest Score	Posttest Score	d	d <sup>2</sup>
1	108	110	+ 2	4
2	110	91	- 19	361
3	91	84	- 7	49
4	86	84	- 2	4
5	129	134	+ 5	25
6	140	126	- 14	196
7	135	120	- 15	225
8	84	89	+ 5	25
9	82	90	+ 8	64
Mean 107.2	Mean 103.1	Summation - 37	953	

The researcher then analyzed the data results. The degrees of freedom were determined to be fifty-four (54) for the experimental group and eight (8) for the control group. Significance levels were also determined for the performance of both the experimental group and the control group, using the calculated degrees of freedom. This level represented the probability of making a type 1 or type 2 error. The standard deviation was calculated to be 11.5. A t-test was then performed using the performance data, resulting in a t value of 3.813. A critical-t value of 1.645 was determined at a significance level of .05.

Since the purpose of the study was to determine the impact of the orientation and training program without any specific hypothesis, the researcher created a null hypothesis and alternative hypothesis in order to analyze the variance and perform the t-test. The null hypothesis was determined to be that there would be no difference between pretest and posttest scores for the study group. The alternative hypothesis was determined to be that posttest scores would be greater than pretest scores. After comparing the t values, the researcher rejected the null hypothesis.

The same statistical analysis was performed on the control group. The standard deviation for the control group was calculated to be 10.0. A t-test was then performed on this performance data, determining a t value of - 1.234.

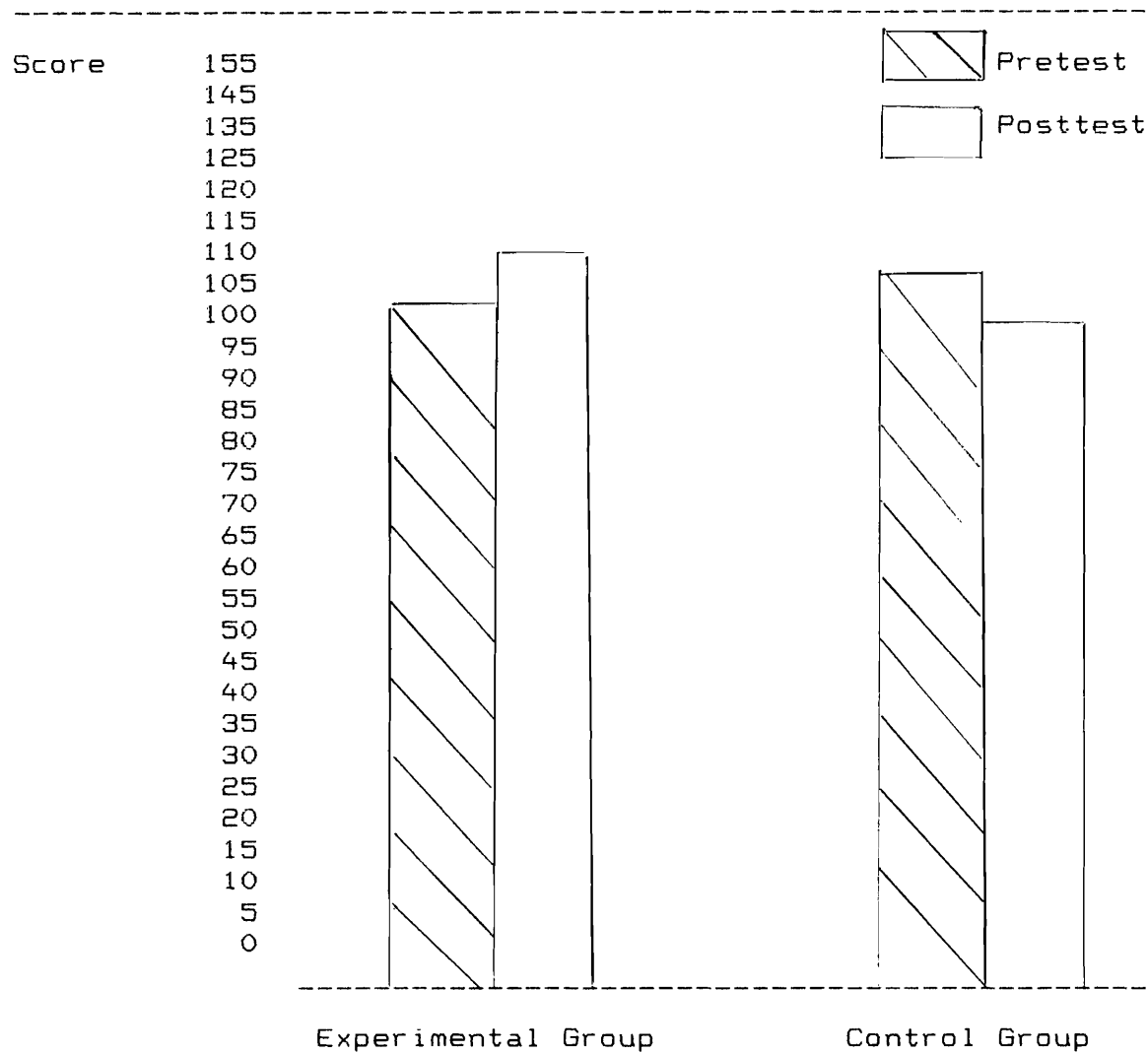


Figure 4.1 Comparison of Pretest and Posttest Performance Score Means

Critical- $t$  was determined to be  $-1.8595$ . A null hypothesis was set for if there was again no significant difference between means. An alternate hypothesis was set for if there was a significant difference. After comparing the critical- $t$  and  $t$  value, the researcher failed to reject the null hypothesis.

The second evaluation question was to determine significant change in employee turnover using the same approach. This question was posed to determine if a statistically significant change in turnover rate occurred between groups of employees with the new orientation and training program, through pretest and posttest implementation with a control group.

Pretest data included the employee turnover rate between October, 1986 and October, 1987. Results showed that twenty-eight (28) of ninety-nine (99) employees from all departments except security separated or exited the year prior to implementation of the hospital-wide orientation and training program, or 28.2 percent. Four (4) of sixteen (16) employees from the security department separated or exited the same year, or 25 percent.

Posttest data included the employee turnover rate between October, 1987 and October, 1988. Results showed that sixteen (16) of seventy-one (71) employees from the experimental group separated or exited during the year following implementation of the hospital-wide orientation and training program, or 22.5 percent. Three (3) of twelve (12) employees from the control group separated or exited the same year, or 25 percent. A comparison of pretest and posttest turnover rate for the experimental group and control group is shown in Figure 4.2.

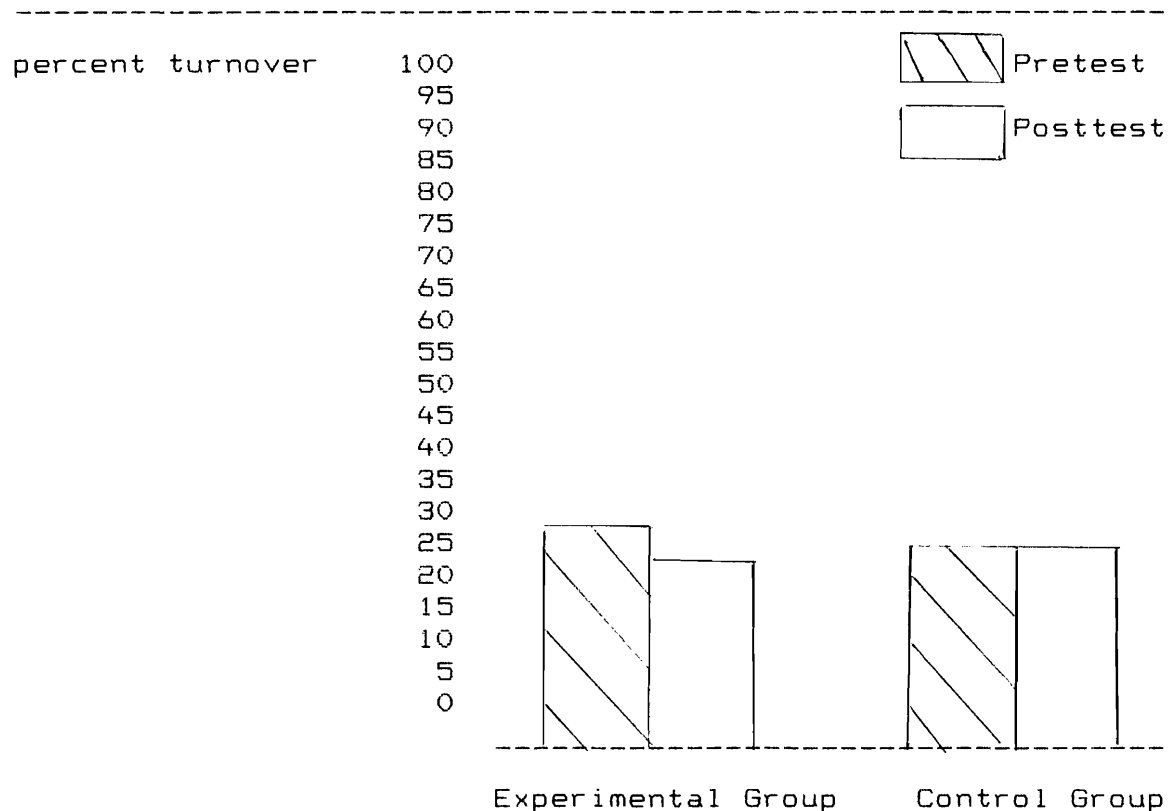


Figure 4.2 Comparison of Pretest and Posttest Turnover Rate

Significance levels were also determined for the turnover rate of both the experimental group and the control group. Since only the impact of the program was being researched, the researcher again created a null hypothesis and alternative hypothesis to analyze the variance for the experimental group. A null hypothesis was set as there being no significant difference between turnover rates. An alternate hypothesis was set as there being a significant difference between turnover rates. The standard deviation was calculated to be .453 for the pretest year, October 1986

to 1987, and .421 for the posttest year, October 1987 to 1988. Using a t-test, the t value was calculated to be 1.16, with a t-critical value of 1.65. Through this analysis, the researcher failed to reject the null hypothesis.

The researcher performed the same statistical analysis on the control group relative to turnover rate. In this group, four (4) of sixteen (16) employees (25 percent) separated or exited the organization prior to the pretest, and three (3) of twelve (12) remaining employees (25 percent) separated or exited the organization and created turnover prior to the posttest. A null hypothesis was set as there being no significant difference in turnover, and the alternate hypothesis as there being a significant difference in turnover. Using the same statistical analysis as for the experimental group, the researcher failed to reject the null hypothesis.

In addition to studying performance and turnover, the researcher reviewed routine exit interview forms to assess the reaction of separating or exiting employees to the level of training provided. Prior to implementation of the hospital-wide orientation and training program, eighteen (18) of twenty-eight (28) employees from the separating or exiting from the experimental group gave responses indicating dissatisfaction with the level of training (64.3 percent). Three (3) of four (4) employees separating or exiting from the control group gave responses indicating

dissatisfaction with training (75 percent). After implementation of the hospital-wide orientation and training program, four (4) of sixteen (16) employees separating or exiting from the experimental group gave responses indicating dissatisfaction with their training (25 percent). Two (2) of three (3) employees separating or exiting from the control group gave responses indicating dissatisfaction with the level of training provided (66.7 percent). A comparison of pretest and posttest data is provided in Figure 4.3.

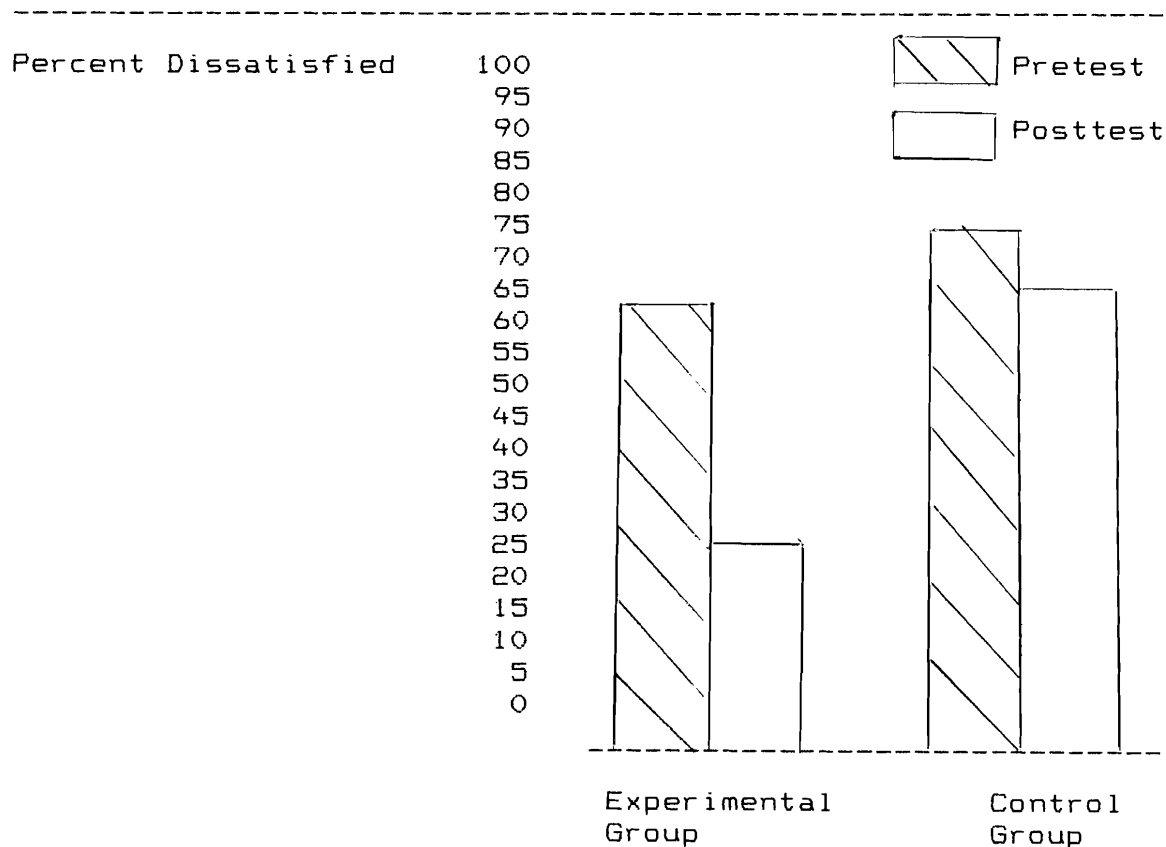


Figure 4.3 Comparison of Pretest and Posttest  
Dissatisfaction with Training



## CHAPTER V

### DISCUSSION

#### Conclusions

The results of this research project indicated that the implementation of a hospital-wide orientation and training program had an impact on employee job performance and turnover. Using pre-implementation data as a pretest and post-implementation data as a posttest along with a control group, the conclusions were drawn regarding performance. Results were grouped for both the experimental group introduced to the orientation and training program, and the control group not introduced to the program. This research concluded that the program had a positive effect on job performance since scores for the study group showed statistically significant improvement while the scores for the control group did not show statistically significant improvement. This supports the related research studied. It cannot be overlooked, however, that the hospital had undergone a change in focus from medical and surgical to psychiatric services. This factor may also have contributed to the impact evidenced in employee performance during this period.

The same logic was applied to the results of the data collected regarding employee turnover during the same two year period. In the experimental group, the program showed

a positive impact in reducing turnover, as expected after review of related literature. Due to the change in services and other variables, however, it is not possible to attribute the reduction in employee turnover entirely to the introduction of the hospital-wide orientation and training program. There was not enough information to determine if turnover was affected in the control group.

Exiting employees introduced to the hospital-wide orientation and training program also indicated less dissatisfaction with their training when questioned during routine exit interviews. The improvement in employee satisfaction in this regard is attributed greatly to the implementation of the hospital-wide orientation and training program. Various studies had reached the same conclusion. In the control group, however, there was not enough difference to determine if dissatisfaction with training was affected by the introduction of the orientation and training program. Therefore, other variables must be considered in attributing any improvement in employee satisfaction to the introduction of the program.

#### Implications and Recommendations

The goal of this research was to see an impact of a hospital-wide orientation and training program on identified management concerns related to job performance and turnover. Prior studies in related literature were supported regarding

the relationship between orientation and training and increased job performance as well as decreased turnover. The research project also indicated that employees were not leaving at this point because of dissatisfaction with the level of training provided.

The other variables leading to employee turnover were not determined or studied by this researcher. Therefore, outside factors cannot be ignored when stating the implications of this research. Although the study indicated a positive impact of orientation and training on employee performance and turnover, the project was limited by the fact that many other factors other than orientation and training may have influenced performance and turnover.

The overall problem of having no structured, written hospital-wide orientation and training program in effect was resolved through the researcher, and lead to the further study in this project. At the completion of the study, all employees of First Hospital-Milwaukee will be introduced to the hospital-wide orientation and training program. Basic goals and philosophies of the for-profit psychiatric corporation are included in this program, and employee roles are clearly defined. Further study of job performance and turnover rate may have been beneficial through extending the time frame of the study for at least another year to determine if the same results would be obtained due to the possibility of other intervening variables affecting the results obtained. However, due to the evidence found

supporting that hospital-wide orientation and training did impact employee performance and turnover, the control group shall at this point be introduced to the same orientation and training program.

Related studies could also be developed from this project at other hospitals owned by the same for-profit psychiatric corporation. It may be beneficial to determine if the program would have the same impact if introduced to different groups or hospitals similar to First Hospital-Milwaukee. Plans to pursue this could be made possible in the coming year through First Hospital Corporation.

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## APPENDICES

## APPENDIX A

## General Questions About Employment Survey



General Questions about Employment Survey

First Hospital-Milwaukee

Directions: For each statement ask yourself: How satisfied am I with this aspect of my job? Circle the number that best describes your feelings.

- 1 - means I am very satisfied with this aspect of my job  
 2 - means I am satisfied with this aspect of my job  
 3 - means I can't decide whether I am satisfied or not with this aspect of my job  
 4 - means I am dissatisfied with this aspect of my job

-----

	1	2	3	4	5	
	very	satisfied	neutral	very	dissatisfied	
						Computer Data

On my present job, this is how I feel about....

- |  |   |   |   |   |   |                |
|--|---|---|---|---|---|----------------|
| 1. Being able to keep busy all the time                  | 1 | 2 | 3 | 4 | 5 | I Code 01_____ |
| 2. The chance to do different things from time to time   | 1 | 2 | 3 | 4 | 5 | I Code 02_____ |
| 3. The way my boss handles his/her workers               | 1 | 2 | 3 | 4 | 5 | I Code 03_____ |
| 4. The competence of my supervisor in making decisions   | 1 | 2 | 3 | 4 | 5 | I Code 04_____ |
| 5. The way my job provides steady employment             | 1 | 2 | 3 | 4 | 5 | I Code 05_____ |
| 6. The chance to do things that make use of my abilities | 1 | 2 | 3 | 4 | 5 | I Code 06_____ |
| 7. The way company policies are put into practice        | 1 | 2 | 3 | 4 | 5 | I Code 07_____ |
| 8. My pay and the amount of work I do                    | 1 | 2 | 3 | 4 | 5 | I Code 08_____ |
| 9. The chances for advancement on this job               | 1 | 2 | 3 | 4 | 5 | I Code 09_____ |
| 10. The working conditions                               | 1 | 2 | 3 | 4 | 5 | I Code 10_____ |

11. The way my co-workers  
get along with one  
another                    1        2        3        4        5 | Code 11\_\_\_\_\_
12. The praise I get for  
doing a good job            1        2        3        4        5 | Code 12\_\_\_\_\_
13. The feeling of accomplishment  
I get from this job        1        2        3        4        5 | Code 13\_\_\_\_\_

Directions: Listed below are a number of statements which could be used to describe your job. You are to indicate whether each statement is an accurate or an inaccurate description of your job. Once again, please try to be as objective as you can in deciding how accurately each statement describes your job--regardless of whether you like or dislike your job.

Circle the number which best describes each statement based on the following:

-----

                                  1        2        3        4        5  
                                  very inaccurate-neutral-very accurate

14. The job requires me  
to use a number of  
complex and high-  
level skills                    1        2        3        4        5 | Code 14\_\_\_\_\_
15. The job requires a lot  
of cooperative work  
with other people            1        2        3        4        5 | Code 15\_\_\_\_\_
16. The job is quite  
simple                            1        2        3        4        5 | Code 16\_\_\_\_\_
17. The supervisors and  
co-workers almost  
never give me any  
"feedback" on how I  
am doing in my job        1        2        3        4        5 | Code 17\_\_\_\_\_
18. The job can be done  
adequately working alone,  
without talking or checking  
with other people            1        2        3        4        5 | Code 18\_\_\_\_\_
19. The job denies me any chance  
to use my personal initiative  
or judgment in carrying out  
my work                            1        2        3        4        5 | Code 19\_\_\_\_\_

20. The job itself is not very  
significant in the broader  
scheme of things      1      2      3      4      5 | Code 20\_\_\_\_\_

Directions: For each question, ask yourself: How true is  
this aspect of my job? Circle the number that best  
describes how true this aspect is of your job.

- 1 - means that this aspect of my job is very false  
2 - means that this aspect of my job is false  
3 - means that I can't decide whether this aspect of my job  
is true or not  
4 - means that this aspect of my job is true  
5 - means that this aspect of my job is very true

-----  
                                1      2      3      4      5  
                                very false - neutral - very true

21. I have enough time  
to complete my work      1      2      3      4      5 | Code 21\_\_\_\_\_
22. I feel certain about  
how much authority  
I have      1      2      3      4      5 | Code 22\_\_\_\_\_
23. Clear, planned goals  
and objectives exist  
for my job      1      2      3      4      5 | Code 23\_\_\_\_\_
24. I work under incompatible  
policies and  
guidelines      1      2      3      4      5 | Code 24\_\_\_\_\_
25. I know what my  
responsibilities are      1      2      3      4      5 | Code 25\_\_\_\_\_
26. I have to buck a rule  
or policy in order to  
carry out an  
assignment      1      2      3      4      5 | Code 26\_\_\_\_\_
27. Putting forth as much  
energy as possible  
leads to my producing  
high quality of work      1      2      3      4      5 | Code 27\_\_\_\_\_
28. High quality work  
increases my chances  
for promotion      1      2      3      4      5 | Code 28\_\_\_\_\_
29. Producing high quality  
work is rewarded      1      2      3      4      5 | Code 29\_\_\_\_\_

- Directions: For each item, choose the alternative which best describes how often your immediate supervisor does what that item says. Answer the item by circling the number in the item which indicates your choice.

	1	2	3	4	5	
32. My supervisor is easy to understand						
1. always 2. often						
3. occasionally						
4. seldom 5. never	1	2	3	4	5	Code 32_____
33. My supervisor backs up what people in the work group do						
1. always 2. often						
3. occasionally						
4. once in a while						
5. very seldom	1	2	3	4	5	Code 33_____
34. My supervisor criticizes poor work						
1. always 2. often						
3. occasionally						
4. seldom 5. never	1	2	3	4	5	Code 34_____
35. My supervisor demands more than we can do						
1. often 2. fairly often						
3. occasionally						
4. once in a while						
5. very seldom	1	2	3	4	5	Code 35_____
36. My supervisor refuses to give in when people in the work group disagree with him/her						
1. always 2. often						
3. occasionally						
4. seldom 5. never	1	2	3	4	5	Code 36_____

37. My supervisor expresses appreciation when one of us does a good job  
 1. always 2. often  
 3. occasionally  
 4. seldom 5. never 1 2 3 4 5 | Code 37\_\_\_\_
38. My supervisor helps people in the work group with their personal problems  
 1. often 2. fairly often  
 3. occasionally  
 4. once in a while  
 5. very seldom 1 2 3 4 5 | Code 38\_\_\_\_
39. My supervisor criticizes a specific act rather than a particular individual  
 1. always 2. often  
 3. occasionally  
 4. seldom 5. never 1 2 3 4 5 | Code 39\_\_\_\_
40. My supervisor does personal favors for people in the work group  
 1. often 2. fairly often  
 3. occasionally  
 4. once in a while  
 5. very seldom 1 2 3 4 5 | Code 40\_\_\_\_
41. My supervisor treats people in the work group without considering their feelings  
 1. always 2. often  
 3. occasionally  
 4. once in a while  
 5. very seldom 1 2 3 4 5 | Code 41\_\_\_\_
42. My supervisor offers new approaches to problems  
 1. often 2. fairly often  
 3. occasionally  
 4. once in a while  
 5. very seldom 1 2 3 4 5 | Code 42\_\_\_\_

Staff Member: \_\_\_\_\_

Department : \_\_\_\_\_

## APPENDIX B

## Performance Evaluation Form

Performance Evaluation

FIRST HOSPITAL-MILWAUKEE

NAME: \_\_\_\_\_ POSITION: \_\_\_\_\_

DEPARTMENT: \_\_\_\_\_

DATE OF LAST EVALUATION: \_\_\_\_\_ QUARTILE OF SALARY GRADE: \_\_\_\_\_

## PART I.

---

Evaluation scale: (1) does not meet requirements  
 (2) usually meets requirements  
 (3) consistently meets requirements  
 (4) occasionally exceeds requirements  
 (5) consistently exceeds requirements

---

## JOB PERFORMANCE EVALUATION

<u>SUMMARY OF DUTIES/RESPONSIBILITIES</u>	<u>LEVEL OF PERFORMANCE</u>				
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5
6.	1	2	3	4	5
7.	1	2	3	4	5

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ACCOMPLISHMENT OF PRIOR GOALS

GOALS	LEVEL OF PERFORMANCE				
	1	2	3	4	5
1.					
2.					
3.					

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## GOALS FOR NEXT EVALUATIONS PERIOD

- 1.
- 2.
- 3.

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## PART II.

---

Evaluation scale: (1) needs improvement  
 (2) satisfactory  
 (3) exceeds expectations consistently

---

## INDIVIDUAL PERFORMANCE EVALUATION

1. Observes basic policies and procedures	1	2	3
2. Supports policies and procedures	1	2	3
3. Shows accuracy and thoroughness in work	1	2	3
4. Produces acceptable volume of work	1	2	3
5. Makes acceptable decisions	1	2	3
6. Budgets time effectively	1	2	3



7. Accepts suggestions and instructions	1	2	3
8. Seeks ways to improve	1	2	3
9. Shows positive attitude toward work	1	2	3
10. Refers problems appropriately	1	2	3
11. Adjusts to new or changing situations	1	2	3
12. Cooperates with supervisors	1	2	3
13. Uses tact and courtesy	1	2	3
14. Works well with other employees	1	2	3
15. Maintains confidentiality	1	2	3
16. Demonstrates satisfactory attendance	1	2	3
17. Observes scheduled hours of work	1	2	3
18. Utilizes good communications skills	1	2	3

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### PART III.

---



---

#### EMPLOYEE COMMENTS

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Supervisor/Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

## PART IV

---

---

COMPUTATION

POINTS PART I \_\_\_\_\_ X 2 = \_\_\_\_\_

POINTS PART II \_\_\_\_\_

TOTAL POINTS: \_\_\_\_\_

---

---

## RATING SCALE

Outstanding	154 - 140
Excellent	140 - 125
Good	125 - 105
Fair	105 - 85
Poor	85 - 38

RATING: \_\_\_\_\_

QUARTILE: \_\_\_\_\_

RECOMMENDED INCREASE: \_\_\_\_\_

APPENDIX C  
Exit Interview Form

EXIT INTERVIEW

EMPLOYEE NAME: \_\_\_\_\_

DEPARTMENT: \_\_\_\_\_ DATE OF SEPARATION: \_\_\_\_\_

FUTURE MAILING ADDRESS: \_\_\_\_\_

\_\_\_\_\_

REASON FOR LEAVING: \_\_\_\_\_

PAY (Satisfied/Dissatisfied): \_\_\_\_\_

WORKING CONDITIONS (Satisfied/Dissatisfied): \_\_\_\_\_

TRAINING PROVIDED (Satisfied/Dissatisfied): \_\_\_\_\_

FELLOW EMPLOYEES (Satisfied/Dissatisfied): \_\_\_\_\_

MOST LIKED ASPECT OF JOB: \_\_\_\_\_

\_\_\_\_\_

LEAST LIKED ASPECT OF JOB: \_\_\_\_\_

\_\_\_\_\_

PROBLEM AREAS: \_\_\_\_\_

\_\_\_\_\_

CHANGES RECOMMENDED: \_\_\_\_\_

\_\_\_\_\_

SUPPORT FROM HIGHER MANAGEMENT (Satisfied/Dissatisfied): \_\_\_\_\_

\_\_\_\_\_

RE-EMPLOYMENT POTENTIAL: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Interviewer\_\_\_\_\_  
Date



